



Title 1 School Parent and Family Engagement Policy

Welcome to the 2022-23 school year at Niangua R-V Schools! We have a staff dedicated to the success of each student. It is hoped that the Schoolwide Title I program will increase the rate of success by meeting the needs of all students in grades K-5 who require additional encouragement and instruction. The Title Program is directed by Mrs. Fran Wells.

This program is to encourage each student to reach their potential by increasing self-confidence. To improve basic and advanced skills, which would allow the student to function at an appropriate level for their age. To give students the knowledge and skills necessary to master the standards set by the state, and to encourage parents to become active participants in their child's education.

The Title I Program objectives for students in grades K-5 are:

- The Communication Arts program is designed to increase decoding skills, phonemic awareness, basic fluency, reading comprehension, expand vocabulary, and improve oral language skills.
- The Math program aims to increase number fluency, improve automaticity with basic math facts and increase each student's ability to solve mathematical problems.

ADDITIONAL SUPPORT

School Board members, administrators, teachers, staff, and parents support the students of the Niangua R-V School. They will ensure that high-performance standards are maintained. To continue the highest levels of performance Niangua School has an ongoing plan for school improvements that are addressed in the Comprehensive School Improvement Plan (CSIP).

Federal programs, state funding sources, and local funding sources support the schoolwide plan. These funding sources provide staff salaries/benefits, supplies, professional development, after-school tutoring, character education, and parent involvement.

HIGHLY QUALIFIED STAFF

All teachers are highly qualified and meet NCLB standards. Practices are in place in the district through hiring practices to ensure that all staff meets the standards.

TITLE I SCHOOL WIDE MISSION STATEMENT

The mission of Niangua Elementary School, in partnership with parents and the community, is to enable all students to become responsible, productive citizens in a changing world and inspire them to become lifelong learners. We support the schoolwide program to increase the level of expertise of teachers to provide appropriate instruction to students so that all students can meet average yearly progress (AYP) in Communication Arts and Math.

DISTRICT MISSION STATEMENT

The Niangua R-V School District believes that the success of the learner has priority in all phases of the educational program. Education is both a privilege and the responsibility of the learner.

We believe that it is the responsibility of the school to share in the development of each learner; mentally, physically, emotionally, and socially. We believe that a comprehensive system of education is a necessity in today's world to adequately prepare our students for the challenges they will face in our changing world. Lifelong learning will include

educational experiences in the area of early childhood, elementary, secondary, occupational (vocational), post-secondary, and continuing education to constitute a comprehensive program.

DISTRICT VISION STATEMENT

The Niangua R-V School District will foster excellence through a community of learning and literacy that leads to high academic achievement, independent learning, a safe and orderly environment, and productive citizens of a global society.

DISTRICT PHILOSOPHY

We realize that all people need to be prepared to work, but we believe that:

- All children can learn, but often not in the same way or with the same interests.
- No school can be successful without the support of parents, the community, and its students.
- The school should be the focus of the community, and by increasing the quality of the students' education, we can increase the quality of the community.
- All children need to know how to learn, so they can adapt to meet the changing world that will constantly confront them.
- All children need to respect others as well as themselves and practice kindness so they can be productive members of a pluralistic society.
- All children need to appreciate beauty, find the truth and remain healthy so they can be well-rounded people.

DISTRICT NEEDS ASSESSMENT

Parental involvement in our district while increasing, is still not at the desired level. The district must develop and implement programs to encourage community and parental involvement. The Niangua R-V School District has a goal to make available ways to allow parents to participate and provide their input in the education of their child/ren. This may be by volunteering in the classroom, volunteering for Reading and/or Math curriculum nights or serving on various committees.

ANNUAL PERFORMANCE REPORT –NO Testing Results for 2020 due to COVID Closures. Testing results for the spring of 2021 & 22 can be found on the district website www.nianguaschools.com. We will strive to close learning gaps and continue to help students reach their full potential.

PROGRAM GOALS AND OBJECTIVES:

The schoolwide instructional programs/strategies/interventions will provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement. It is the goal of Niangua Elementary to have 90% of all students at the proficient level in Communication Arts/Math by 2023 and no student below basic as measured by the state assessment. The schoolwide plan is incorporated in the district's CSIP and is an integral part of the district's efforts to improve the educational outcomes for students.

OBJECTIVES: COMMUNICATION ARTS AND MATH

During the 2022-23 school year, 90% of students will perform at the proficient level or above in Communication Arts and Math. The objective will be measured using scores and results from the Spring MAP state assessment.

Communication Arts:

Data will be reviewed to determine needs; use graphic organizers and develop thought patterns; provide supplementary communication arts instruction; focus on grade-level expectations and explicit phonics instruction.

Math:

Focus on Priority Standards; design performance-based activities; use assessment data to drive instruction; contact parents to encourage them to extend math time at home.

OBJECTIVE: PROFESSIONAL DEVELOPMENT

During the 2022-23 school year 100% of all eligible staff members will participate in highly qualified professional development on an ongoing and sustained basis. All elementary teachers will participate in Artisan Teacher training to improve classroom Tier 1 instruction. In addition, all math teachers will collaborate and share strategies learned at the MCTM training. This will be measured by professional development participation rates and score results from the Spring MAP state assessment.

The District uses the Southwest Regional Professional Development Center (SWRPD) and Professional Learning Community (PLC) as resources to provide ongoing high-quality professional development for staff. Professional development activities begin with teacher in-service before school starts and are ongoing throughout the year. The Professional Development Plan is part of the district CSIP.

OBJECTIVE: PARENT AND FAMILY INVOLVEMENT

During the 2021-22 school year activities will be used to increase parent and family involvement and sustained at a 75% level throughout the school year. This will be measured by attendance rates at parental involvement activities.

Activities used will be:

- Title 1 Family Nights (Grandparents Game Night, Science Night, Ect.)
- Phone each parent once per month
- Maintain a school web page www.nianguaschools.com and a Facebook page- Niangua Cardinals
- School Announcements

OBJECTIVES: THE TITLE I PROGRAM

1. To encourage each student to reach their potential by increasing self-confidence.
2. To improve basic and advanced skills; which would allow the student to function at an appropriate level for their age.
3. To give students the knowledge and skills necessary to master the standards set by the State.
4. To encourage parents to become active participants in their child’s education.

TITLE ADVISORY COMMITTEE

Fran Wells	Director, Math Interventionist	Josh Hume	Superintendent
Lori Allen	Elementary Principal	Gladys Brown	Librarian
Cindy Clark	Reading Interventionist	Shell Short	Kindergarten, PAT Team
Marla Harnden	PK Director/Teacher	Pam Earls	Elementary Teacher

Shanda Cullen	HS Teacher, Parent	Desiree Laskowski	PAT Educator
Kelli Kelso	School Board	Julie Shadwick	School Nurse
Cindy Hyde	Retired Teacher	Rickole Bickford	Parent
Andrea Long	Parent	Charity Stuber	Parent

***Parents-if you would like to be on the committee contact Fran Wells at fwells@nianguaschools.com

PARENT RIGHTS AND OPPORTUNITIES FOR INVOLVEMENT

To ensure success for students, parental involvement and education are of the utmost importance. Feel free to contact your child’s teacher and/or the Title I teacher to find out how you can be of service!

Parent-teacher conferences will be offered during the school’s scheduled conference days, or as needed. Monthly/weekly newsletters will be sent home or posted by your child’s teacher. Class Dojo is another effective app to aid in communication to and from home. An annual spring meeting to evaluate and assess the effectiveness of the program will be held. ***Your input is very important to the program.***

TEN COMMITMENTS FOR PARENTS

1. I will read with my child(ren) daily.
2. I will provide my child(ren) with a quiet comfortable place to read and study.
3. I will encourage my child(ren) to develop a personal library and will contribute to it regularly.
4. I will provide my child(ren) with a wide range of experiences.
5. I will talk with (not to) my child(ren) daily.
6. I will praise my child(ren) for at least one success or improvement each day.
7. I will hug my child(ren) at least once a day.
8. I will respect each child as an individual – each with his or her unique talents and abilities.
9. I will provide family activities that encourage my child(ren) to grow in mind, soul, and body.
10. I will encourage my child(ren) to view reading as an enjoyable and fulfilling life experience.

PARENTS' RIGHT TO KNOW

At the beginning of each school year, a participating school district must notify the parents/guardians of each student attending a building that receives Title I funds that the parents/guardians may request, and the district will promptly provide information regarding the professional qualifications of their child’s classroom teachers. The teachers’ qualifications will include, at a minimum, the following:

- Whether the teacher has met state certification criteria for the grade levels and subject areas in which the teacher is providing instruction.
- The baccalaureate degree major and any other graduate degree or certification, including the field of discipline, the teacher holds.
- Whether their child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the above information that parents may request, a building that receives Title I funds must provide to each parent.

- Information on their child's achievement level in each of the state academic assessments.
- Notice that their child has been assigned, or has been taught for four or more consecutive weeks by a substitute teacher or a person who is not appropriately certified.

TITLE I COMMUNICATION ARTS/MATH

The Title I Communication Arts Interventionist is Mrs. Cindy Clark; Title I Math Interventionist is Mrs. Fran Wells.

The program targets students, kindergarten through 5th grade, which have been identified as needing extra help in these areas. Our goal is to help students achieve at their grade level in both communication arts and math. We also want to help children read better and enjoy reading more.

Although reading is not a natural skill for most children, they still expect to learn how to read. They see adults reading and they see other children who can read. School isn't the only place where children learn to read; they learn from everything they see and do.

Title I Math classes are designed to help students who have fallen slightly behind. These students improve their knowledge and their basic and advanced math skills which allow them to function at their grade level and standards set by the state. Skills mastered through this program increase students' self-confidence and help them reach their potential.

TITLE I, ESEA

Assessment and Program Improvement Standards for Student Achievement

Summary of Administrative Guidance

- Title I programs in Missouri will be geared to assisting Title I students in meeting the Missouri Learning Standards.
- Title I assessment will focus on math and communications arts regardless of the services provided.
- The Missouri Assessment Program (MAP) must be used to assess the academic progress of Title I children.
- The school district must annually review the progress of each Title I school using primarily the results of state assessments to determine whether the school is making adequate progress towards enabling its students to meet state standards.
- Schoolwide programs must be assessed on the progress of all students. Targeted assistance programs may be assessed on the progress of children participating in Title I programs or on the progress of all students.
- DESE will identify for improvement any district that has not made adequate progress toward meeting the standards in two consecutive years.
- Each district identified for improvement must revise its plan in ways that have the greatest potential for improving the performance of students in Title I schools.
- DESE will assist each school district identified for improvement.

Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES

STANDARD COMPLAINT RESOLUTION PROCEDURE

This guide explains how to file a complaint about any of the programs* that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015. (ESSA) *

What is a complaint?

A complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

Who may file a complaint?

Any individual or organization may file a complaint.

How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.

2. **Notification of the LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered a public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty-day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

*Programs include Title 1 A, B, C, D, Title 11, Title 111, Title IV, Title V

* In compliance with ESSA Title VII-Part C Sec. 8304(a)(3)(c)